



MANAGING SCHOOLWIDE PROGRAMS



TITLE I SCHOOLWIDE PROGRAM PLANNING

COMPREHENSIVE NEEDS ASSESSMENT PROCESS

ASSESSING NEEDS OF SCHOOLS

STEP 1: DEFINE THE FOCUS OF THE ANALYSIS

- A. Define the target population.
- B. Define the performance expectations.

STEP 2: DESIGN THE DATA COLLECTION METHOD

- A. Written questionnaires
- B. Interviews
- C. Focus groups
- D. Review of achievement results

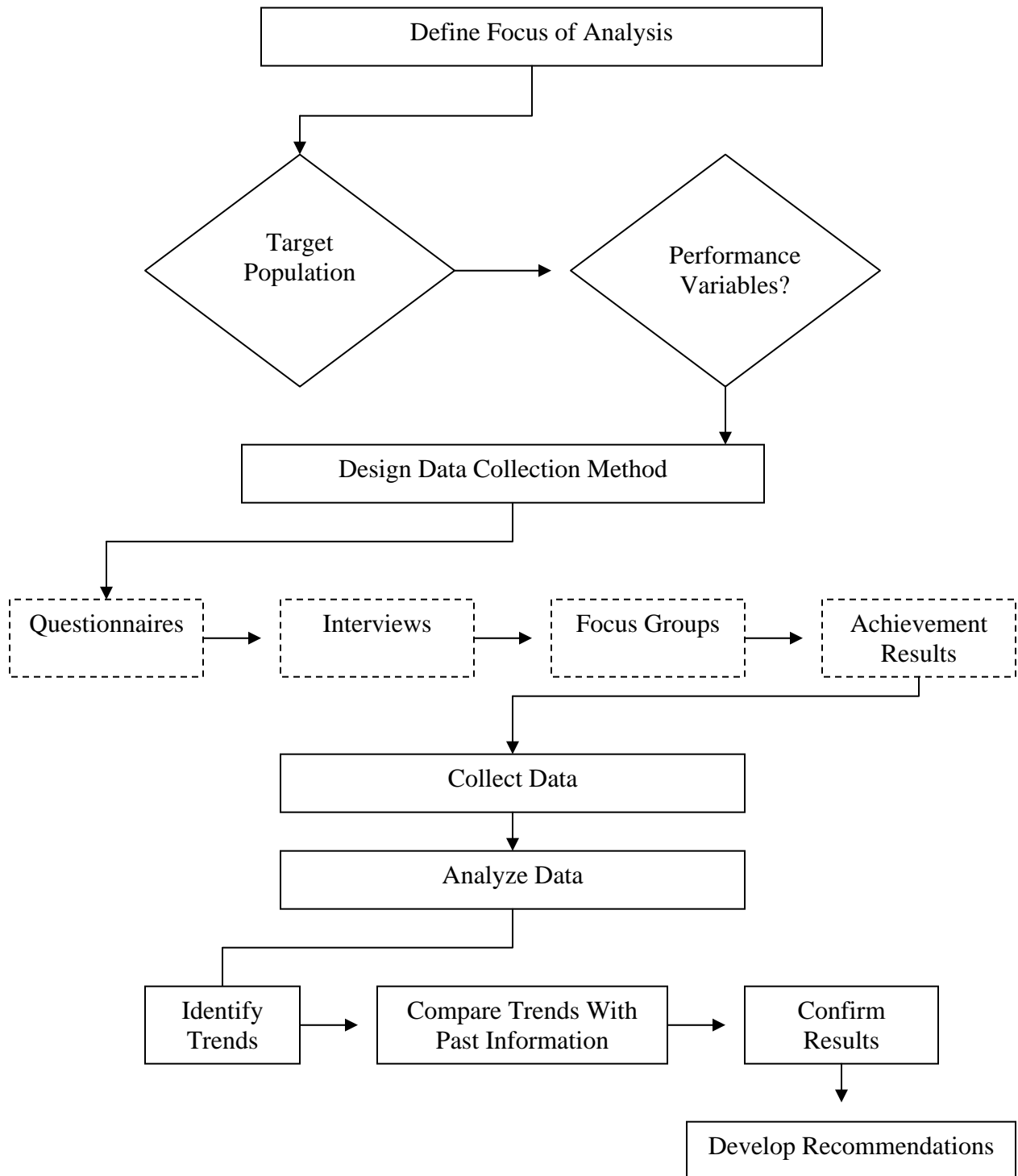
STEP 3: COLLECT THE DATA

STEP 4: ANALYZE THE DATA

- A. Identify trends.
- B. Compare trends with past information.
- C. Confirm trends/results with the team (feedback meeting)

STEP 5: DEVELOP RECOMMENDATIONS FOR IMPROVEMENT (ACTION STEPS)

ASSESS NEEDS OF SCHOOLS



Comprehensive Needs Assessment

Legislative Reference

Section 1114(b)(1) of the Title I legislation states that a schoolwide program shall include a “comprehensive needs assessment of the entire school (including taking into account the needs of migratory children...) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards...”

In addition, sections 1114(b)(1)(B)(iii)(I)(aa)(bb)(cc) reference the schoolwide component that addresses reform strategies and states that reforms “include strategies to address the needs of all children in the school but particularly the needs of low achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.”

These programs may include:

- counseling
- pupil services
- mentoring services
- college and career awareness and preparation
- integration of vocational and technical education programs

Section 1114 (b)(1)(B)(iii)II requires that reform strategies address how the school will determine if such needs have been met.

Purpose of the Comprehensive Needs Assessment

The purpose of a comprehensive needs assessment is as follows:

1. Identifies strengths and weaknesses of a school from many aspects.
2. Serves as a starting point for prioritizing areas of concern.
3. Focuses efforts for improving student achievement and meeting challenging academic content standards.
4. Drives decision making with data, not intuition, history or convenience. (See Attachment A.)

Comprehensive Needs Assessment Process

1. Define the Focus of the Needs Assessment

Section 200.26 of the Title 1 Final Regulations requires that the needs of a school be assessed relative to the 10 components of the schoolwide program. A comprehensive needs assessment for schoolwide programming must focus on student academic achievement of all students, but goes beyond this data collection to assess the needs of the entire school. **“It requires examining many aspects of students’ lives and experiences from the perspective of students, parents, teachers, administrators, and other community members.** The team must gather enough data to direct its planning, but not so much data that the group is unable to determine a program focus.” (U.S. Department of Education, An Idea Book on Planning, Vol.1, p.42).

From the data gathering and analysis, the vision for schoolwide reform is clarified and a school profile of these focus areas emerges:

- student achievement
- curriculum and instruction
- professional development
- family and community involvement
- school context and organization

The design of the needs assessment and the method of gathering and analyzing data are determined by the governing bodies within the school (e.g., school improvement team, principal and total staff, schoolwide technical assistance facilitator and staff). Listed below are the required data, as well as suggested areas and topics for consideration.

Required Academic Achievement Data

1. Achievement data in all core academic areas: English/Language Arts, Math, Science, Social Studies (i.e., MEAP test results).
2. Disaggregated MEAP test results of six subgroups: Limited English Proficient, students with disabilities, economically disadvantaged, racial/ethnic, migrant and gender.
3. Adequate Yearly Progress data for all students in all tested subjects including separate adequate yearly progress data for limited English proficient students, students with disabilities, economically disadvantaged and racial/ethnic groups.

Suggested/Required Data Collection Topics (Not Inclusive)

Student Achievement

- Norm Referenced Standardized test Results
- District/Building/Grade level local assessments
- Report card grades
- Grading patterns
- Portfolio summative data
- Performance tests
- Reading levels
- Longitudinal academic performance data assessment data for Limited English Proficient Students
- IEP Achievement data
- Preschool developmental progress data
- Disaggregated MEAP data*
- Other achievement data

Curriculum

- Alignment of curriculum (including strategies and assessments) at each grade level to district content standards*
- Timely additional assistance*
- Course enrollments
- Instructional technology
- Instructional materials*
- Preschool program data (transition plans)*
- Enrichment program data
- Other curriculum data

School Community

- Population
- Race/ethnicity
- Socio/economic status
- Housing trends
- Crime Rates
- Community Involvement
- Partnerships
- Level of Communication/support
- Parent involvement*
- Other school community data

Student Demographics

- Mobility/Retention rates
- Attendance
- Graduation rates
- Tardy rates
- Drop-out rates
- Free and reduced lunch*
- Discipline indicators
- Suspension referrals
- Number of students in disaggregated subgroups*
- Homeless*
- Other demographic data

Student Support

- Availability of health and family support services (nurses, counselors, social workers, psychologists, etc.)
- Other student support data

Funding Sources

- State
- Local
- Federal
- Current level of coordination of funding sources*
- Other funding source data

Staff

- Number of teachers
- Number of administrators
- Teacher qualifications*
- Attendance rate
- Involvement in professional development*
- Turnover rate of employees*
- Staff interaction
- Staff involvement in community
- Other staff data

School Climate

- Staff survey
- Student survey
- Parent survey*
- Community survey
- Class size
- Decision making processes (i.e., assessment)*
- Other school climate data

NOTE:

* Items relate to 10 components of a schoolwide program. Section 220.26 (a)(ii) requires that the school must assess the needs of the school relative to each of the components of the schoolwide program.

2. Design the Data Collection Method

Methods used to collect data depend upon available fiscal and human resources. The governing body for schoolwide planning should determine the appropriate methods for gathering particular information.

Suggested Methods (Not Inclusive)

1. Collection of information from records/files.
2. Adapt pre-developed, standardized, or locally developed written surveys and/or questionnaires.
3. Focus groups/interviews/phone surveys (community, staff, students, parents, etc.).

3. Collect the Data

1. Collect and verify data.
2. Prepare analyses:
 - a. Total group responses
 - b. Subgroup responses
 - c. Synthesize open-ended responses
3. Enter data into database.

4. Analyze the Data

Review why the survey was conducted and focus on what you want to know about student achievement (i.e., what students are learning and if disaggregated subgroups are responding in the same or different way). Look for average responses. Look at range of responses.

“Data analysis should seek to answer the following types of questions.”

(WestED, 1996, p. III-22):

- What are the strengths and needs of the current educational program in our school? How does the current data compare with the past information?
- Does the evidence support our assertions about strengths and needs?
- What more do we need to know? If more information is needed, how will we follow up?
- What priorities does the information suggest?
- What did we learn about how needs vary for different groups in our school?
- From our review of the data, can we state student needs in ways that specify goals, benchmarks for progress, and outcome expectations in measurable terms?”

Use more than one set of reviewers to examine the data. Finally, write a summary of the analysis findings that includes charts/graphs. (See Attachment B, Tool #4)

5. Develop Recommendations for Improvement (Program/Goal Action Steps)

“When the above suggested activities (or those developed by the planning team) are finished, the comprehensive needs assessment step is complete. The planning team must now be prepared to explore and verify the underlying causes for each identified issue and to select appropriate solutions and goals [and strategies]. The team is ready for the next planning step-prioritizing areas of focus based on the urgency of the issues and problems just identified.” (U.S. Department of Education, An Idea Book on Planning, Vol.1, p.48) (See Attachment C, Tool #5)

The comprehensive needs assessment is one of ten required components that must be addressed in the schoolwide plan. See page 2 of Program Planning Requirements to review the ten components.

Resources

1. Attached are Pages 100-104 from the U.S. Department of Education, An Idea Book on Planning, Vol. 1. (Attachment B & C) These are Planning Tool documents that provide assistance to schools conducting a comprehensive needs assessment. The entire book is available from the U.S. Department of Education. For more information, go to www.ed.gov on the internet.
2. Data Tutorial: A collection of data-driven decision-making tools for educators
<http://www.ncrel.org/toolbelt.tutor.htm>
This tutorial is designed to help educators with little or no experience using data systematically to incorporate data into their continuous school improvement process. It also offers some training on how to use and understand data.
3. NCREL, Data Retreat Participant’s Handouts, 2001
4. Victoria Bernhardt materials:
 Eye of Education
 6 Depot Way West
 Larchmont, NY 10538
 914-833-0551
 - Data Analysis
 - The School Portfolio
 - The School Portfolio Toolkit
 - Designing and Using Data Bases for School Improvement
 - The Example School Portfolio
5. Wahlstrom, Deborah, Using Data to Improve Student Achievement, Successline SMART Strategies series, Successline Inc., Virginia Beach, VA, 1999
www.successlineinc.com

Comprehensive Needs Assessment and Decision Making

Decision Making Based on Intuition, History, or Convenience	Data-Driven Decision Making
Scattered staff development programs	Focused staff development programs based on student data and data on teacher practice
Budgetary decisions based on prior practice, priority programs	Budget allocations to programs based on data-informed needs
Staff assignments based on interest and availability	Staff assignments based on skills needed as indicated by the data
Reports to the community about school events	Reports to the community about the learning process of students
Goal setting by board members, administrators, or teachers based on votes, favorite initiatives, or fads	Goal setting based on data
Staff meetings that focus on operations and dissemination of information	Staff meetings that focus on strategies and issues raised by the local school's data
Parent communication via twice-a-year conferences at "open houses" and newsletter	Regular parent communication regarding the progress of their children
Grading systems based on each teacher's criteria of completed work and participation	Grading systems based on common criteria for student performance that reports progress on the standards as well as work skills
Periodic administrative team meetings focused solely on operations	Administrative team meetings that focus on measured progress toward data-based improvement goals

TOOL #4: Conducting a Comprehensive Needs Assessment-A Management Plan ²

PART 1:

Data Sources Matrix

This tool is useful for managing the data collected during the needs assessment. It consists of two parts: Data Sources Matrix and Data Collection and Analysis Plan. The planning team may determine the priority “focus area” in which it plans to concentrate its data gathering, based on a review of the information collected for the school profile.

The following matrix helps organize the needs assessment data collection by identifying information sources and methods of data collection. In the matrix, fill in specific sources of information you already have on hand from the school profile (e.g., student achievement data, results from a parent survey with results that are pertinent to your planning effort) so you do not duplicate efforts. Then, list any additional information the team decided to collect. Examine each focus area to make sure that there are data describing the status of major aspects of the priority focus area.

Focus Areas (*Indicate the priority of each focus area in parentheses*)

Sources of Information and Methods of Data Collection

Achievement	Self Assessment	Observations	Interview and/or Surveys	School Records	Group Discussions	Evaluations/ Data Report	Student Work	Other Information
Student Achievement								
Curriculum and Instruction								
High Quality Professional Staff								

² This tool was adapted, with permission, from WestEd (1996)

This document was taken from the U.S. Department of Education, An Idea Book on Planning, Vol. 1 (Page 100)

Sources of Information and Methods of Data Collection

Focus Areas

(Indicate the priority of each focus area in parentheses)

Achievement	Self Assessment	Observations	Interview and/or Surveys	School Records	Group Discussions	Evaluations/ Data Report	Student Work	Other Information
Family and Community Involvement								
School Context and Organization								

NOTES:

This document was taken from the U.S. Department of Education, An Idea Book on Planning, Vol. 1 (Page 101)

PART 2:**Data Collection and Analysis Plan**

This matrix prioritizes the “focus areas” for which data will be collected and it lays out the data collection and analysis plans. First, define the team’s key questions, the data collection methods (i.e., surveys, interviews, focus groups, shadowing, etc.), instruments to be used, analysis subcommittee members, and summarize the plans for analysis. List two to three “focus areas” the team plans to study in the order of highest (#1) to lowest priority for data gathering. Respond to the questions for each focus area.

Priority “Focus Areas” for Data Collection	Key Questions	Data Collection Methods	Names of Instruments <i>(Circle those that need to be developed)</i>	Data Collection Subcommittee <i>(*Chair/Co-Chair)</i>	Time Lines
Focus Area #1:					
Focus Area #2:					
Focus Area #3:					

NOTES:

This document was taken from the U.S. Department of Education, An Idea Book on Planning, Vol. 1 (Page 102)

TOOL #5: Analyzing Program Needs and Setting Goals ³

PART A:

Identifying Strengths and Needs

Use this tool to record the results of data collection with the goal of identifying the school's strengths and needs and then to propose the core goals for the school wide program. Complete a different analysis sheet for each focus area the team studied.

A subcommittee of teachers, pupil personnel staff, classroom assistants, support staff, parents, and community members use the data collection from various sources to identify and describe the school's strengths and needs within this focus area. For each strength and need, summarize the "evidence" the committee used in drawing its conclusions. Separate subcommittee should address each focus area. After the strengths and needs are identified, move to Part B to define measurable goals.

Program Focus Area _____ School Year _____

School _____

Strengths	Evidence	Needs/Challenges	Evidence
1.			
2.			
3.			
4.			

This document was taken from the U.S. Department of Education, An Idea Book on Planning, Vol. 1 (Page 103)

PART B:
Prioritizing Needs, Problems
and Solutions, And Goals

For this *Priority Need*, identify up to three central problems the data collection revealed about the current schoolwide program. For “need”, suggest potential solutions. Use this brainstorming process to set a goal that will address the problems identified. These goals will be archived by selecting research-based instructional, curriculum, or organizational reforms that the school will propose in its schoolwide plan.

Priority Need _____

Possible Problem(s)	Possible Solutions	Proposed Program Goal
1.		
2.		
3.		

REMEMBER:

A **program goal** is an action statement indicating what the school plans to accomplish, written in terms of *measurable* outcomes that project one- and three- year results.

This document was taken from the U.S. Department of Education, An Idea Book on Planning, Vol. 1 (Page 104)

TITLE I SCHOOLWIDE PROGRAM PLANNING

COMPREHENSIVE PLAN

Schoolwide Program Requirements

Comprehensive Plan Requirements - Any eligible school that desires to operate a schoolwide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the *No Child Left Behind Act of 2001*), in consultation with the local educational agency and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that:

1. **Describes Components.** Describes how the school will implement the required components; (page 2)
2. **Describes Resources.** Describes how the school will use resources under this part and from other sources to implement those components;
3. **Lists Related Programs.** Includes a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program; and
4. **Describes Parent Support.** Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parent of a child who participates in the academic assessments required by section 1111(b)(3).

Comprehensive Plan Development - The comprehensive plan shall be:

1. One-Year Development Period and Exceptions. Developed during a one year period, unless-
 - The local education agency, after considering the recommendation of the technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program; or
 - The school is operating a schoolwide program on the day preceding the date of enactment of the *No Child Left Behind Act of 2001*, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section; [§ 200.27 ...amend its existing plan during the 2002-2003 school year].
2. Planning Team. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services

personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;

3. **Plan Duration.** In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
Section 200.26(c) of the Title I Final Regulation states: A school operating a schoolwide program must--
 - (1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators academic achievement;
 - (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
4. **Public Availability.** Available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
5. **Coordination.** If appropriate, developed in coordination with programs under Reading First, Early Reading First, Even Start, Carl D. Perkins Vocational and Technical Education Act of 1998, and the Head Start Act.

Prekindergarten Program - A school that is eligible for a schoolwide program under this section may use funds made available under this part to establish or enhance prekindergarten programs for children below the age of 6, such as Even Start programs or Early Reading First programs.

Ten Schoolwide Program Components

1. Comprehensive Needs Assessment

A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in section 1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1). Title I regulations § 200.26 state: Core elements of a schoolwide program. (a) Comprehensive needs assessment. (1) A school operating a schoolwide program must conduct a comprehensive needs assessment of the entire school that—(i) Is based on academic achievement information about all students in the school, including all groups under § 200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under § 200.1 to—(A) Help the school understand the

subjects and skills for which teaching and learning need to be improved; and (B) Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and (ii) Assesses the needs of the school relative to each of the components of the schoolwide program under § 200.28. (2) The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. (3) The school must document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

2. Schoolwide Reform Strategies

- **Inclusion/Performance Enhancement.** Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);
- **Effective Methods and Instructional Strategies.** Use effective methods and instructional strategies that are based on scientifically based research that:
 - Strengthen the core academic program in the school;
 - Increase the amount and quality of learning time, such as providing an extended school year and before and after school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
 - Include strategies for meeting the educational needs of historically underserved populations;
- **Target Population/Low Achieving Services.** Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are member of the target populations of any program that is included in the schoolwide program, which may include:
 - Counseling, pupil services, and mentoring services;
 - College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - The integration of vocational and technical education program; and
- **Program Evaluation.** Address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the State and local improvement plans, if any.

3. Highly Qualified Teachers - Instruction by highly qualified teachers.

4. High Quality Professional Development

In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards. In accordance with Title I final regulations § 200.28, align professional development with the State's academic standards; devote sufficient resources to carry out effectively the professional development activities described in paragraph (b)(2) of this section; and, include teachers in professional development activities regarding the use of academic assessments described in § 200.2 to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

5. Attract Highly Qualified Teachers

Strategies to attract high quality highly qualified teachers to high-needs schools.

6. Parent Involvement

Strategies to increase parental involvement in accordance with section 1118, such as family literacy services. [§ 200.28 (1) A schoolwide program must involve parents in the planning, review, and improvement of the schoolwide program plan. (2) A schoolwide program must have a parental involvement policy, consistent with section 1118(b) of the ESEA, that—(i) Includes strategies, such as family literacy services, to increase parental involvement in accordance with sections 1118(c) through (f) and 9101(32) of the ESEA; and (ii) Describes how the school will provide individual student academic assessment results, including an interpretation of those results, to the parents of students who participate in the academic assessments required by § 200.2.]

7. Transition Plans

Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Teacher Participation in Assessment Decisions

Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Timely Additional Assistance

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to

ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination of Services and Programs

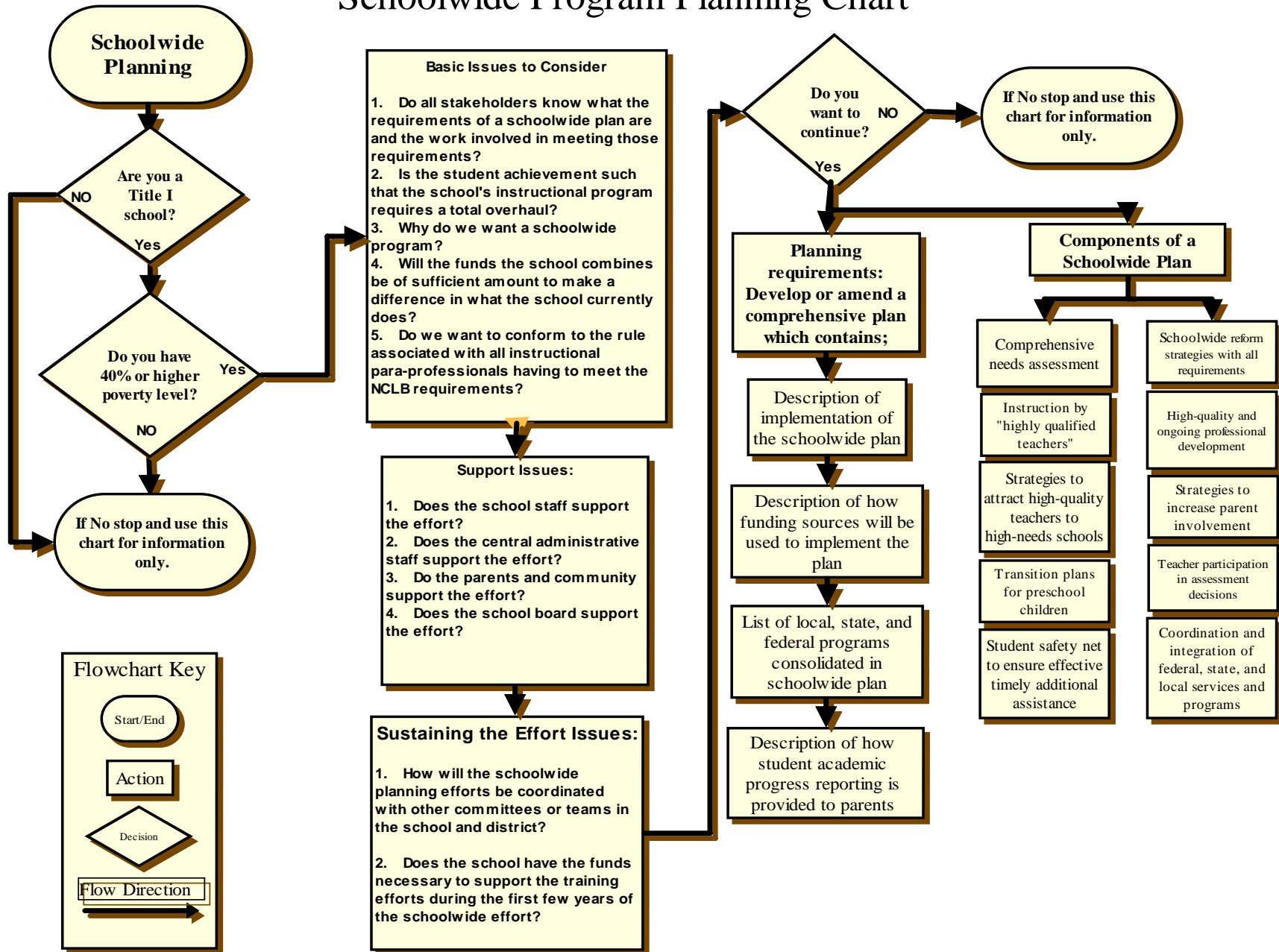
Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

General Provisions

- In general - A local educational agency may consolidate and use funds under this part, together with other Federal and local funds. In order to upgrade the entire school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.
- Identification of students not required-in general no school participating in a schoolwide program shall be required --
 - to identify particular children under this part as eligible to participate in a schoolwide program; or
 - to provide services to such children that are supplementary, as otherwise required by section 1120A(b).
- Supplemental funds - A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency.
- Requirements - A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, maintenance of effort, comparability of services, uses of Federal funds to supplement, not supplant non-Federal funds, or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.
- Professional development - Each school receiving funds under this part for any fiscal year shall devote sufficient resources to effectively carry out the activities described in subsection (b)(1)(D) in accordance with section 1119 for such fiscal year, except that a school may enter into a consortium with another school to carry out such activities.

Records - A school that consolidates and uses funds from different Federal programs under this section shall not be required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds as long as the school maintains records that demonstrate that the schoolwide program, considered as a whole, addresses the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Note according to Title I regulations § 200.29 Consolidation of funds in a schoolwide program. (1) Migrant education. Before the school chooses to consolidate in its schoolwide program funds received under part C of Title I of the ESEA, the school must—(i) Use these funds, in consultation with parents of migratory children or organizations representing those parents, or both, first to meet the unique educational needs of migratory students that result from the effects of their migratory lifestyle, and those other needs that are necessary to permit these students to participate effectively in school, as identified through the comprehensive Statewide needs assessment under § 200.83; and (ii) Document that these needs have been met.

Schoolwide Program Planning Chart



Schoolwide Program Planning

Eligibility Requirements

- Must be a Title I eligible school
- Must have a poverty rate of 40% or higher as measured by free and reduced lunch eligible students.

Planning Requirements

- Building must develop or amend (if currently a schoolwide program) a comprehensive plan for reforming the total instructional progress in that building which:
 - Describes how the schoolwide program will be implemented
 - Lists which local, state and federal programs will be consolidated in the schoolwide program
 - Describes how funding sources will be used to implement the schoolwide plan
 - Describes how student academic progress reporting will be provided to parents

Plan Development

- Require a one year planning process unless;
 - Shortened by a recommendation of the technical assistance provider
 - Schools currently operating as a schoolwide program shall develop amendments to its existing plan (during the first year after enactment) to reflect the provisions of this section.
- Developed with the involvement of parents, other members of the community, and individuals who will carry out such plans
- The plan shall be reviewed and revised as necessary by the school
- Available to all stakeholders, and to the extent practicable in the language of the parents
- If appropriate, coordinated with Reading First, Early Reading First, Even Start, Carl Perkins Vocational and Technical Education Act of 1998, and The Head Start Acts
- School may use funds to establish or enhance pre-kindergarten program for children below the age of 6

Components of a Schoolwide Program

- Comprehensive needs assessment of the entire school, including, but not limited, to student achievement on state assessment measures
- Schoolwide reform strategies that provide opportunities for all children to meet high standards
 - Based on scientifically based research that–
 - Strengthen the core academic program
 - Increases the amount and quality of learning time
 - Meets the needs of underserved populations
 - Includes strategies that address to needs of all students. Plan places an emphasis on low achieving students and those students at-risk of not meeting state standards.

- Describe how the school will determine how their needs have been met
 - Must be consistent with and help implement the local and state improvement plans.
- Instruction provided by highly qualified teachers
- High quality and ongoing professional development for all stakeholders
- Strategies to attract highly qualified teachers to high needs schools
- Strategies to increase parental involvement
- Transition plans to assist pre-school students from early childhood program to elementary school programs
- Description how teachers are included in decision of how to use academic assessments to improve the achievement of individual students and the overall instructional program
- Describe how students having difficulty achieving the core curriculum will be provided timely additional assistance.
- Describe how Federal, State, and local services and program will be coordinated and integrated with one another.

TITLE I SCHOOLWIDE PROGRAM PLANNING

EVALUATION

Evaluation

Legislative Reference

Title I Final Regulations

Section 200.26(c) of the Title I Final Regulation states:

(c) Evaluation. A school operating a schoolwide program must--

- (1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators academic achievement;
- (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
- (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- **Conduct Ongoing Needs Assessment**

After the comprehensive needs assessment is conducted and analyzed, goals and strategies developed and the schoolwide plan developed and implemented, it is critical that the schoolwide program be evaluated for accountability and continuous improvement. Other factors may enter the school reform process that will require amendments to the schoolwide plan. Such factors include moving to a Comprehensive School Reform Model (CSR) or choosing an accreditation process in addition to state accreditation (e.g., North Central Accreditation). (See next section, "Other Factors to Consider")

Monitoring the progress of school improvement becomes the responsibility of all stakeholders. "Continuous, data-driven accountability involves school teams in the following activities:

- Combining information from multiple measurements on all groups of students.
- Organizing the data to clarify strengths and weaknesses of students and of the entire school.
- Disaggregating information on students to determine whether certain subgroups are experiencing common problems.
- Modifying improvements already in place whenever new needs and opportunities are identified.
- Keeping alert to the implications for the quality of education supported by all components of the school.
- Ensuring that colleagues analyze and modify programs based on continuing assessments and analyses" (U.S. Department of Education, An Idea Book on Planning, Vol.1, p.76).

- **Consider Other Factors**

- Comprehensive School Reform (CSR)

If a decision is made to adopt a comprehensive school reform model, the following considerations are suggested:

- a. Conduct a thorough review of the original schoolwide needs assessment.
- b. Does the CSR model align with the schoolwide plan and goals?
- c. Does the CSR model require a needs assessment to gather additional data?
If so, amend your schoolwide plan to coordinate with the additional required CSR data analysis findings.

- Accreditation

If a decision is made to pursue additional accreditation beyond state accreditation as outlined in Education YES! (e.g., North Central Accreditation), follow the same process as outlined above with Comprehensive School Reform.

NOTE:

Adopting a CSR model or pursuing additional accreditation does not release a school from addressing the required components of the Title I schoolwide plan. The goal is to have one comprehensive school improvement plan that incorporates additional requirements but does not compromise the required components of the Title I schoolwide plan.

TITLE I SCHOOLWIDE PROGRAM PLANNING

RESOURCES

SCHOOLWIDE SCHOOL PLAN WORKSHEET

Ten Required Schoolwide Program Components	Strength	Weakness	Action Plan-Design, Collect and Analyze Data
Comprehensive Needs Assessment	<input type="checkbox"/>	<input type="checkbox"/>	
School-wide Reform Strategies	<input type="checkbox"/>	<input type="checkbox"/>	
Highly Qualified Teachers	<input type="checkbox"/>	<input type="checkbox"/>	
High Quality Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	
Attract Highly Qualified Teachers	<input type="checkbox"/>	<input type="checkbox"/>	

SCHOOLWIDE SCHOOL PLAN WORKSHEET

Ten Required Schoolwide Program Components	Strength	Weakness	Action Plan-Design, Collect and Analyze Data
Parent Involvement	<input type="checkbox"/>	<input type="checkbox"/>	
Transition Plans	<input type="checkbox"/>	<input type="checkbox"/>	
Teacher Participation in Assessment Decisions	<input type="checkbox"/>	<input type="checkbox"/>	
Timely Additional Assistance	<input type="checkbox"/>	<input type="checkbox"/>	
Coordination of Services	<input type="checkbox"/>	<input type="checkbox"/>	

Schoolwide Program Frequently Asked Questions

Q1. What happens if a school that becomes a schoolwide program drops below the initial eligibility threshold in a subsequent year?

- A. To promote effective, long-term planning, a school can maintain its schoolwide program eligibility even if it drops below the initial poverty threshold. There is no required redetermination of schoolwide program status every three years as there was in the past. Therefore, a school that becomes a schoolwide in 2002 with 40% poverty can continue its schoolwide program even if its poverty level falls below 40% in following years, **as long as the school meets the general Title I eligibility and selection requirements and the LEA has sufficient funds to serve the school.**

Q2. How long may a schoolwide program plan remain in effect?

- A. The schoolwide program plan can remain in effect for the duration of the school's participation under Title I. A school must review and update its plan, in 2002-03, to reflect changes in the No Child Left Behind Act, in its schoolwide program or changes to reflect State standards established after the plan was developed. It is a district decision to allow a school to implement schoolwide program after the year of planning. Therefore, if a school decides, for whatever reason, to return to a targeted assistance program, the district must approve this decision.

Q3. From which Federal education programs may a schoolwide program school combine funds and services in its schoolwide program?

- A. A schoolwide program school may use funds or resources that the school receives from any Federal education program administered by the Secretary to upgrade its entire educational program. In addition, a school must comply with certain requirements if it combines funds from the following programs in its schoolwide program:
- Consistent with section 1306(b)(3) of Title I and §200.29(c)(1)(i)(ii) of the Title I regulations, a schoolwide program school that combines Migrant Education Program (MEP) funds under Part C of Title I must, in consultation with parents of migratory children or organizations representing those parents, or both, first to meet the unique educational needs of migratory students that result from the effects of their migratory lifestyle, and those other needs that are necessary to permit these students to participate effectively in school, as identified through the comprehensive Statewide needs assessment under §200.83 and document that these needs have been met.
 - Consistent with section 7115(c) of the ESEA and §200.29(c)(2) of the Title I regulations, a schoolwide program school may combine funds received under Subpart 1 of Part A of Title VII of the ESEA regarding Indian education if the parent committee established by the LEA under section 7114(c)(4) of the ESEA approves the inclusion of those funds.

- A school may combine IDEA funds in its schoolwide program if the amount of IDEA funds used in the schoolwide program does not exceed an amount equal to the number of children with disabilities participating in the schoolwide program multiplied by the per-child amount of IDEA funds received by the school's LEA. Except for how the school uses its IDEA funds, the school must comply with all other requirements of IDEA to the same extent it would if it did not combine IDEA funds in its schoolwide program.
- A school may also consolidate funds received under section 8003(d) of ESEA (Impact Aid) for children with disabilities in a schoolwide program. The school must comply with all other requirements of section 8003(d).

Q4. From what requirements are a schoolwide program not exempt?

- A. Even though a schoolwide program school combines funds from other Federal programs in its schoolwide program and is thus freed from most statutory and regulatory requirements of those programs, the school and its LEA, as appropriate, must still comply with requirements applicable to those programs relating to:
- Health and safety requirements
 - Civil rights requirements
 - Participation and involvement of parents and students
 - Services to private school children
 - Maintenance of effort
 - Comparability of services
 - Requirements to use Federal funds to supplement, and not supplant, non-Federal funds
 - Distribution of funds to SEAs and LEAs

Q5. If a schoolwide program school is not required to identify particular children, how can the school determine whether it is meeting the needs of the intended beneficiaries of the Federal education programs whose funds it has combined?

- A. A schoolwide program school is not required to identify particular children as eligible to participate in a schoolwide program because it is not required to focus Federal education funds on particular children. All children are eligible to participate in all aspects of the schoolwide program, **as appropriate**. However, in order to know how best to address the needs of all children in the school, particularly the needs of low achieving children and those at risk of not meeting the State student academic achievement standards or who are members of the target population of any program whose funds are combined, the school by necessity needs to know which children have special needs. They are, for example, migrant students, or limited English proficient students, or any student at risk of failing to meet the State's academic performance standards. The school also must identify children by certain characteristics in order to disaggregate data on its final State assessment.

Q6. If a schoolwide program school can potentially serve all children, can we combine our Section 31a funding with our federal funds and serve all children?

A. Section 31a is a State of Michigan funded program. It is very specific in its eligibility criteria and cannot be combined with Federal education funds to operate a schoolwide program. Children served under Section 31a must meet the eligibility criteria in order to receive services.